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|  | DOVECOTE SCHOOL CURRICULUM OVERVIEW 2023- | | | | | | | | | | | | | | |
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|  | OUR VISION |  | CURRICULUM  VISION |  | PROVIDE REAL WORLD LEARNING OPPORTUNITIES TO PREPARE OUR STUDENTS FOR MEANINGFUL, HAPPY AND SAFE LIFE BEYOND SCHOOL | | | | | | | | | | |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | OUR AIM |  | WE WANT TO  DEVELOP |  | **Successful learners** - who enjoy school, make great progress, and achieve | | |  | **Responsible individuals** - Who make productive contributions to democratic society and follow the rule of law. | | |  | **Confident learners** -Who can identify with themselves who lead safe, healthy, and fulfilling lives. | | |
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|  |  |  | A VOICE |  | Identity |  | FRIENDSHIPS |  | HEALTH AND WELL BEING |  | KNOWLEDGE AND UNDERSTANDING |  | ATTUTUDES AND ATTRUBUTES |
|  |  |  |  |  |  | | | | | | | | | | |
|  | HOW DO WE ORGANISE  LEARNING |  | COMPONENTS |  | LESSONS LEARNING OUTSIDE THE CLASSROOM COMMUNICATION PERSONAL LEARNING ENVIRONMENT ROUNTINE | | | | | | | | | | |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  | APPROACHES TO  LEARNING |  | A range of approaches, teaching styles and collaborative learning-Assessment is fit for purpose and integral to teaching and learning |  | contextualised trips-Exploring the local community-Work experience-College link course |  | Visual support-Symbols-Learning Journals --EHCP’s/AR’s-Regular reflection-All learners have the opportunity to personalised learning-SCMC and British Values |  | Positive behaviour Policy-Rights respecting school–Growth Mindset and Building Learning Power-Individual behaviour pans-My Concern |  | Supports independence, social, emotional skills, and positive behaviour--Reflects teaching and learning |  | Opportunities for SMSC (social, moral, spiritual, and cultural) emotional and physical development |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  | WHOLE SCHOOL  APPROACH |  | Overarching themes that have significance for individuals and society and provide relevant learning contexts OFFER MEANINGFUL LEARNING OPPORTUNITY, PREPARE FOR ADULTHOOD, PROVIDE A SUITABLE LEARNING ENVIRONMENT, ACCESS THE COMMUNITY SAFELY AND INDEPENDANTLY, ENABLE SOCIAL & COMMUNICATION SKILLS, OFFER FUNCTIONAL LEARNING OPPORTUNITIES. | | | | | | | | | | |
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|  |  | STATUTORY  EXPECTATIONS |  | UNDERSTANDING AND APPLICATION OF: | | | | | | | | | | |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  | LANGUAGE & COMMUNICATION |  | LIFE SKILLS |  | UNDERSTANDING THEIR WORLD |  | PERSONAL AND SOCIAL DEVELOPMENT |  | CREATIVE DEVELOPMENT |  | PHYSICAL DEVELOPMENT AND HEALTHY LIFESTYLES |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  | ESSENTIALS FOR  LEARNING |  | Historical, geographical, and social understanding as well as ICT taught through topic-based lessons | | | | | | | | | | |
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|  | IMPACT |  | EVALUATING  IMPACT |  | To make learning and teaching more effective so that learners understand quality and how to improve |  |  |  |  |  |  |  |  |  |  |
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|  |  |  | INVOLVES THE WHOLE SCHOOL Community, EG: LEARNERS, PARENTS, TEACHERS, EMPOLYERS, GOVERNORS |  | CHOOSES ASSESSMENT FIT FOR PURPOSE  USES A CONTINIOUS LEARNING CYCLE |  | EMBRACES PEER AND SELF ASSESSMENT, POSITIVE AND CONSTRUCTIVE FEEDBACK AND ENGAGES MODERATION |  | USES A VARIETY OF TECHNIQUES TO COLLET AND ANALAYSE INFORMATION |  | USE A WIDE RANGE OF MEASURES BOTH QUALITATIVE AND QUANTITIVE |  | USES DATA TO INFORM PROGRESS AND AREAS OF DEVELOPMENT |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  | ACCOUNTABLE  MEASURES |  | ATTAINMENT AND IMPROVED STANDARDS, BEHAVIOUR AND ATTENDANCE | | |  | HEALTH AND POSITIVE LIFESTYLE CHOICES | | |  | FURTHER IMPROVEMENT IN EDUCATION EMPLOYMENT AND / OR TRAINING | | |